

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL**

DATE 9/4/07 REV 11.29.07
PROGRAM AREA POLITICAL SCIENCE AND ESRM

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix POLS/ESRM Course# 341 Title The National Park Units (3)
3 hours lecture per week
hours blank per week
 Prerequisites Upper Division standing
 Corequisites

Description An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.

X Gen Ed CR/NC Repeatable for up to units
Categories D; UD Interdisc X A - F Total Completions Allowed
 Lab Fee Required Optional (Student's choice) Multiple Enrollment in same semester
 Title V Section 40404: Government US Constitution US History

2. Mode of Instruction (Hours per Unit are set for you).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (filled in by Dean)
Lecture	3	1	35	<input checked="" type="checkbox"/>	_____
Seminar	_____	1	_____	<input type="checkbox"/>	_____
Laboratory	_____	3	_____	<input type="checkbox"/>	_____
Activity	_____	2	_____	<input type="checkbox"/>	_____

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, the degree it pertains to, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is an elective course.
Parks are highly visible and important public institutions. The National Park Service Organic Act of 1916 created a national agency charge to “ conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” This course will introduce students to issues facing parks and related from many different perspectives. Field trips, projects and service learning opportunities, in combination with lectures, discussions, and guest speakers will enable students to: (a) examine the complex interdisciplinary issues facing modern parks; (b) examine the roles and contributions of parks to the local and global community; (c) examine the tensions between the stated mission of the Park Service and (d) the struggle to balance competing social, political and economic interests impacted by the operation of parks.

The Superintendent and staff of Channel Islands National Park are highly supportive of efforts to engage CSUCI students and faculty in study, service learning and other activities related to the park. Based on ongoing conversations with key individuals at Channel Islands National Park, it is anticipated that Park Service personnel will participate in guest lectures, tours and other course

activities. In the future, the focus may expand to include the Santa Monica National Recreation Area. Following the successful model of the “ Zoo” and “ Museum” courses, it is anticipated that this course would be team taught in an interdisciplinary format that would also include guest lectures by faculty colleagues from other disciplines.

Upon completion of the course, the student will be able to:

- Describe, understand and analyze the the struggle to balance competing social, political and economic interests impacted by the operation of parks, particularly in the context of mission of the Park Service
- Describe the role of scientific study within the park and the use of scientific data by decision makers
- Describe and analyze the policy making and administrative processes that impact the management of a national park
- Analyze the effectiveness of programs designed to attract and educate diverse groups in the park
- Analyze how the interpretive (educational) programs of the park are connected to what children learn in schools
- Describe issues facing parks in the 21st century
- Write persuasively about major issues of conservation, public policy and education related to national parks

4. **Is this a General Education Course** YES NO
If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
 - A-2 English Writing
 - A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
 - B-2 Life Sciences – Biology
 - B-3 Mathematics – Mathematics and Applications
 - B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
 - C-2 Literature Courses
 - C-3a Language
 - C-3b Multicultural
- D (Social Perspectives)**
- E (Human Psychological and Physiological Perspectives)**
- UD Interdisciplinary**

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

I. Introduction and Overview

- A. The Mission and History of National Parks in the United States – Introduction to the history of national parks, the philosophy of the park system and the literature that influenced and resulted from our system of national parks.
- B. Conservation, Science, and Resource Management – Introduction to current and historical resource management practices, and the use of scientific data to inform decisions about conservation of species and unique areas.
- C. Public Policy and Public Administration – Introduction to political, policy and administrative issues facing parks.
- D. Interpretation, Recreation, and Outreach – Introduction to the educational functions of parks, potential conflicts and benefits of recreational uses in parks, and efforts to attract diverse groups to use and understand parks.

II. Conservation, Science, and Resource Management

- A. Conservation practices in parks.
- B. Comparison of conservation practices in other public resource agencies
- C. The unique fauna and flora of local parks.
- D. The role of science and scientific study in the National Parks
- E. Managing historical, cultural, and other resources in the parks

III. Public Policy and Park Administration

- A. The process of creating and implementing policy for the environment and public resource agencies
- B. The organization and operation of a national park
- C. Public budgeting and other constraints of managing a park
- D. Parks and economic interests
- E. Relationships with other agencies and organizations
- F. Issues of national policy and local administrative discretion

IV. Education, Recreation, and Outreach

- A. Attracting and engaging park visitors
- B. Issues associated with serving diverse social and ethnic groups.
- C. Managing conflicts between recreational and conservation uses
- D. Examine the economic impact of park related tourism
- E. The role and practice of interpretation (educational) programs in the park

Does this course overlap a course offered in your academic program? YES NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description for each PREFIX)

List Cross-listed Courses

ESRM 431

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Political Science/ESRM

7. References. [Provide 3 - 5 references on which this course is based and/or support it.]

Gherini, John. (2005). Santa Cruz Island: A History of Conflict and Diversity. Spokane, WA: The Arthur H. Clark Company.

Lowry, William R. The Capacity for Wonder: Preserving National Parks. Washington, D.C.: The Brookings Institution, 1994.

Lowry, William R. Preserving Public Lands for the Future: The Politics of Intergenerational Goods. Washington, D.C.: Georgetown University Press, 1998.

Muraoka, D and I. Costache. "A Model for Interdisciplinary Courses Based on Non-Profit Social Institutions." Review of Business Research. Vol. 4, No. 1. 2004.

Sellars, Richard West. Preserving Nature in the National Parks: A History. New Haven, CT: Yale University Press, 1997.

Rettie, Dwight F. (1995). Our National Park System. Urbana and Chicago: The University of Illinois Press.

Schoenherr, Allan A., C. Robert Feldmeth, and Robert J. Emerson. Natural History of the Islands of California. Berkeley: University of California Press, 2003.

Wright, R. Gerald (ed), National Parks and Protected Areas: Their Role in Environmental Protection. Blackwell Science: Cambridge, MA, 1996

8. List Faculty Qualified to Teach This Course.

Dan Wakelee, Political Science
 Scott Frisch, Political Science
 Don Rodrriguez, Environmental Science & Resource Management
 Sean Anderson, Environmental Science & Resource Management

9. Effective Date

a. First semester offered: Fall 2008

10. New Resources Required. YES NO

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES NO

If, YES attach a program modification form for all programs affected.

Dan Wakelee
 Proposer of Course

 Date

Request for ESRM-POLS 341: The Park to be added to GE Category D: Social Perspectives

Committee Response:

Approved by committee on 10-31-2007

Criteria and Justifications Submitted:

- *Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience*

The course description indicates that the course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Field trips, projects and service learning opportunities, in combination with lectures, discussions, and guest speakers will enable students to: (a) examine the complex interdisciplinary issues facing modern parks; (b) examine the roles and contributions of parks to the local and global community; (c) examine the tensions between the stated mission of the Park Service and current political realities; and (d) the struggle to balance competing social, political and economic interests impacted by the operation of parks. The course will examine the variables that influence policy decisions related to parks at both national and local level. Attention will be paid to the relationship between policy entrepreneurs, interest groups and other governmental agencies and the impact that they have on decisions about the educational, cultural, and conservation functions of the park. The course objectives include: -Describe, understand and analyze the the struggle to balance competing social, political and economic interests impacted by the operation of parks, particularly in the context of mission of the Park Service

- *Focus on how a social science discipline conceives and studies human existence*
The course will include significant writing components that include reports, reaction papers, and term length papers that analyze and describe various aspects and conditions of parks. Among the objectives in the course proposal is the following: -Write persuasively about major issues of conservation, public policy and education related to national parks
- *Address issues using the methods commonly employed by a social science discipline*
Students will be introduced to the methods of policy analysis. They will be asked to compare outcomes of various policies in terms of both their design and implementation. Students will be exposed to both quantitative and qualitative methods used in social science research. The course will also focus on the role of scientific study within the park and the use of scientific data by decision makers.

Request for ESRM-POLS 341: The Park to be added to GE Category UDIGE: Upper Division Interdisciplinary GE.

Committee Response:

Approved by committee on 10-31-2007

Criteria and Justifications Submitted:

- *Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines*

The course description indicates that the course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Field trips, projects and service learning opportunities, in combination with lectures, discussions, and guest speakers will enable students to: (a) examine the complex interdisciplinary issues facing modern parks; (b) examine the roles and contributions of parks to the local and global community; (c) examine the tensions between the stated mission of the Park Service and (d) the struggle to balance competing social, political and economic interests impacted by the operation of parks. The course objectives include: -Describe, understand and analyze the the struggle to balance competing social, political and economic interests impacted by the operation of parks, particularly in the context of mission of the Park Service

- *Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.*

The course will include significant writing components that include reports, reaction papers, and term length papers that analyze and describe various aspects and conditions of parks. Among the objectives in the course proposal is the following: -Write persuasively about major issues of conservation, public policy and education related to national parks

Approval Sheet

Program/Course: ESRM/POLS 341

11.29.06 km2

Program Chair(s) Date

General Education Chair(s) Date

Curriculum Committee Chair(s) Date

Dean of Faculty Date